

Nevada Alternate Assessment

Nevada Academic Content Standard
Connectors for English Language Arts
Grade 4

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Nevada Academic Content Connectors

The Nevada Academic Content Connectors (NACC) for English Language Arts (ELA) represents the academic skills upon which students to be instructed. The NACCs for ELA are linked to the Nevada Academic Content Standards and represent the key academic knowledge, skills and abilities of the ELA content at each grade level. The NVAC Connectors, for ELA, were modeled after the Smarter Balanced claims and target for Reading (literary and informational text) and Writing and represent the enduring understanding of the content standards for ELA at a given grade level.

Example: Reading Grade 4

The Nevada Alternate Assessment was developed to allow students an opportunity to fully demonstrate their knowledge in each content area. This ability to demonstrate knowledge of core content and skills is critical as educators seek to provide access to the general education curriculum while fostering higher expectations for students with significant cognitive disabilities.

Target: Key Ideas and Details *(ELA Targets for Reading)*

Nevada Academic Content Standards (NVACS)	NVAC Connectors
<p><i>ELA Content Standard</i> RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> Ask and answer questions (i.e., who, what, where, and when) to demonstrate understanding of a literary text. <i>(Connector to the content standard)</i>
<p><i>ELA Content Standard</i> RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> Ask and answer questions (i.e., who, what, where, and when) to demonstrate understanding of a informational text. <i>(Connector to the content standard)</i>

NAA ELA NVAC Connectors Grade 4

Claim 1: Reading

Target: Key Ideas and Details

Nevada Academic Content Standards (NVACS)	NVAC Connectors
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> Ask and answer questions (i.e., who, what, where, and when) to demonstrate understanding of a literary text.
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> Ask and answer questions (i.e., who, what, where, and when) to demonstrate understanding of an informational text.
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> Determine a theme or central idea of a story from details in the text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> Determine the main idea of a text. Explain how details from a text support the main idea.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<ul style="list-style-type: none"> Identify key characters, settings, or events in a story or drama and support with specific details from text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<ul style="list-style-type: none"> Identify a key event, procedure, idea, or concept in a historical or scientific text.

Target: Craft and Structure

Nevada Academic Content Standards (NVACS)	NVAC Connectors
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a literary text.
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (double-coded to L4)	<ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words or phrases.
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<ul style="list-style-type: none"> Identify the structural elements of poems (e.g., rhythm and rhyme).
RI 4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<ul style="list-style-type: none"> Determine how events (order of events, problem/solution, and cause and effect) impact an informational text.
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<ul style="list-style-type: none"> Identify the points of view from which stories are narrated.
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<ul style="list-style-type: none"> Identify a text as a firsthand or secondhand account. Compare two accounts of the same event or topic.

Target: Integration of Knowledge and Ideas

Nevada Academic Content Standards (NVACS)	NVAC Connectors
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none"> • Explain how an author uses reasons to support particular points in an informational text.
RI.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<ul style="list-style-type: none"> • Identify a similar theme or topic in at least two texts from different cultures. • Compare and contrast themes or topics (e.g., opposition of good and evil) in texts from different cultures (e.g., stories, myths, and traditional literature).
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> • Identify the most important points and details presented in two texts on the same topic. • Choose information from two informational texts that describes a topic effectively.

Claim 2: Writing

Target: Text Types and Purposes

Nevada Academic Content Standards (NVACS)	NVAC Connectors
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<ul style="list-style-type: none"> • State an opinion based on a text. • Use reasons to support the opinion. • Use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>, <i>since</i>) to connect the opinion and reasons.
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information *Include facts to support points. • *Use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>, <i>since</i>) to connect ideas and information. • *Provide a sense of closure.
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and event sequences.

Target: Production and Distribution

Nevada Academic Content Standards (NVACS)	NVAC Connectors
<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p>	<ul style="list-style-type: none"> • Produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)
<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p>	<ul style="list-style-type: none"> • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • Editing for conventions should demonstrate command of the use of: <ul style="list-style-type: none"> ○ simple and compound sentences; ○ verbs to convey a sense of past, present, and future; ○ abstract nouns (e.g., <i>bravery</i>); ○ basic personal pronouns (<i>I, me, my</i>); ○ basic capitalization and punctuation; ○ the correct spelling of high-frequency words

Target: Language Skills

Nevada Academic Content Standards (NVACS)	NVAC Connectors
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • Produce simple and compound sentences in speaking and writing. • Use verbs to convey a sense of past, present, and future in speaking and writing. • Use abstract nouns (e.g., bravery). • Use basic personal pronouns (I, me, my) in speaking and writing.
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> • Identify and/or name end punctuation. • Spell essential words (first and last name). • With guidance and support from adults, spell high-frequency words. • Use basic capitalization (beginning of sentence, names, pronoun I). • Use reference materials as needed (e.g., Word Walls, picture dictionaries).

Claim 3: Listening

Nevada Academic Content Standards (NVACS)	NVAC Connectors
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	<ul style="list-style-type: none"> • Determine an appropriate paraphrasing of a text that was read aloud.
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	<ul style="list-style-type: none"> • Identify a speaker's stance.

Claim 4 Research

Nevada Academic Content Standards (NVACS)	NVAC Connectors
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<ul style="list-style-type: none"> Recall relevant information from experiences or gather relevant information from print and digital sources. With guidance and support from adults, take notes and categorize information.* With guidance and support from adults, provide a list of sources.
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> With guidance and support from adults, identify evidence from literary or informational texts.* With guidance and support from adults, support reflection and research with evidence from literary or informational texts.* Reflection and research should support student knowledge of RL and RI standards.